

**B.A. Semester I (Honours) Examination, 2018-19**

**ENGLISH**

**Course ID : 10311**

**Course Code : AHENG-101C-1**

Course Title: British Poetry and Drama:

From Old English to 17th century

**Time: 2 Hours**

**Full Marks: 40**

*The figures in the margin indicate full marks.*

*Candidates are required to give their answers in their own words  
as far as practicable.*

**Unit-I**

1. (a) How does the speaker establish the superiority of the world of lovers to the physical world in John Donne's poem 'The Sunne Rising'? 10×1=10

*Or,*

- (b) Write a critical appreciation of Shakespeare's Sonnet No 118.

2. (a) (i) Comment on the atmosphere of evil in *Macbeth*. 10×1=10

*Or,*

- (ii) Briefly sketch the character of Lady Macbeth.

*Or,*

- (b) (i) Examine the role of Puck in *A Midsummer Night's Dream*.

*Or,*

- (ii) Critically evaluate the significance of the title of Shakespeare's *A Midsummer Night's Dream*.

3. (a) Give an account of Old English Heroic Poetry. 10×1=10

*Or,*

- (b) Analyse the different phases of Chaucer's poetry with reference to at least one work representing each phase.

**Unit-II**

4. Attempt *any five* of the following questions: 2×5=10

- (a) What does the poet mean by 'summer's honey breath'?
  - (b) 'The course of true love never did run smooth.' — When and why does the speaker say so?
  - (c) 'We sicken to shun sickness when we purge' — Very briefly explain the line.
  - (d) 'We have scorched the snake not killed it' — Explain the significance of the metaphor with reference to the context.
  - (e) 'We should be wooed, and were not made to woo'. What compelled the speaker to comment so?
  - (f) 'O fearful meditation' — Briefly explain the meaning of this phrase.
  - (g) 'Lovers and madmen have such seething brains'— How does Shakespeare describe the brains of the persons referred?
  - (h) How does the speaker in Spenser's Sonnet No 75 want to immortalise the virtues of his mistress?
  - (i) What are the predictions made by the witches about Banquo?
  - (j) Why does Macbeth talk resentfully about 'fruitless crown' and 'barren sceptre'?
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**B.A. Semester I (Honours) Examination, 2018-19****ENGLISH****Course ID: 10312****Course Code : AHENG-102C-2****Time: 2 Hours****Full Marks: 40***The figures in the margin indicate full marks.**Candidates are required to give their answers in their own words as far as practicable.***Unit-I**

1. (a) Comment critically on how Pandemonium was built in Hell by the fallen angels. 10×1=10  
Or,  
(b) Justify Alexander Pope's *The Rape of the Lock* as a successful mock-heroic poem.
2. (a) Consider the character and role of Tony Lumpkin in Oliver Goldsmith's play *She Stoops to Conquer*. 10×1=10  
Or,  
(b) What picture of the 18th century society do you get in Goldsmith's play *She Stoops to Conquer*?
3. (a) Write an essay on metaphysical poetry with special reference to any one of the metaphysical poets. 10×1=10  
Or,  
(b) Assess the contribution of John Dryden to English Literature of the Restoration period.

**Unit-II**

4. Attempt *any five* of the following questions: 2×5=10
- (a) "What though the field be lost? All is not lost" — What, according to the speaker, are 'not lost'?
- (b) Who is Moloch? How is he described?
- (c) "That Shepherd, who first taught the chosen seed" — Who was 'That Shepherd', and who were the 'chosen seed'?
- (d) "A youth more glitt'ring than a Birth-night Beau" — Explain the phrase 'Birth-night Beau'. Who appears as a 'youth more glitt'ring than a Birth-night Beau'?

- (e) “Or as Ixion fix’d, the wretch shall feel” — Who is Ixion? Who is referred to as ‘the wretch’ in this line?
- (f) Scan the following lines and mention the dominant metrical pattern with variations, if any:  
“The land’s sharp features seemed to be  
The century’s corpse outleant.”
- (g) “Chillon! Thy prison is a holy place” — Name and explain the rhetorical figure in this line.
- (h) Define with an example the rhetorical figure Irony.
- (i) Define a pyrrhic foot.
- (j) How would you distinguish between Antithesis and Oxymoron?
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**B.A. Semester I (Honours) Examination, 2018-19****ENGLISH****Course ID: 10314****Course Code : AHENG-103GE-1****Course Title: Academic Writing and Composition****Time: 2 Hours****Full Marks: 40***The figures in the margin indicate full marks.**Candidates are required to give their answers in their own words as far as practicable.*

1. Answer *any one* of the following questions: 10×1=10
  - (a) What are the different types of academic writing? Consider the function of academic writing.

*Or,*

  - (b) Analyse the different steps of the writing process.
  
2. Answer *any two* of the following questions: 2×5=10
  - (a) What are the different parts of speech? Give examples.
  - (b) What is a proper noun? How is it different from a common noun? Discuss with examples.
  - (c) Differentiate, with examples, between transitive verb and intransitive verb.
  - (d) Identify any two kinds of pronoun and give examples of each kind.
  
3. Answer *any five* of the following questions: 2×5=10
  - (a) What is a clause? Give an example.
  - (b) What are the different types of clauses?
  - (c) How will you define a phrase?
  - (d) What is a relative clause? Give an example.
  - (e) Define and exemplify a noun phrase.
  - (f) What is an adverb clause of time? Cite an example.
  - (g) What is an adjective phrase?
  - (h) Write an example of adverbial clause.
  
4. Attempt *any five* of the following questions: 2×5=10
  - (a) What are the different types of sentences?
  - (b) What is an imperative sentence? Give an example.
  - (c) “What a beautiful picture!”—Change it into an assertive sentence.
  - (d) “Owing to my illness I can’t go to college today.” Change it into an interrogative sentence.
  - (e) “I request you to lend me your book.” Convert to an imperative sentence.

- (f) "May God bless you!" Identify the type of sentence.
- (g) Define an assertive sentence. Give an example.
- (h) "It was a wonderful scene." Make it an exclamatory sentence.

5. Answer *any one* of the following questions: 10×1=10

- (a) Make a summary of the following questions:

My father had a small estate in Nottinghamshire; I was the third of five sons. He sent me to Emmanuel College in Cambridge at fourteen years old, where I resided three years, and applied myself close to my studies; but the charge of maintaining me, although I had a very scanty allowance, being too great for a narrow fortune, I was bound apprentice to Mr. James Bates, an eminent surgeon in London, with whom I continued four years; and my father now and then sending me small sums of money, I laid them out in learning navigation, and other parts of the mathematics useful to those who intend to travel, as I always believed it would be, some time or other, my fortune to do. When I left Mr. Bates, I went down to my father, where, by the assistance of him, and my uncle John and some other relations, I got forty pounds, and a promise of thirty pounds a year, to maintain me at Leyden. There I studied physic two years and seven months, knowing it would be useful in long voyages.

*Or,*

- (b) Give a paraphrase of the passage below:

Madame Defarge, his wife, sat in the shop behind the counter as he came in. Madame Defarge was a stout woman of about his own age, with a watchful eye that seldom seemed to look at anything, a large hand heavily ringed, a steady face, strong features, and great composure of manner. There was a character about Madame Defarge, from which one might have predicated that she did not often make mistakes against herself in any of the reckonings over which she presided. Madame Defarge being sensitive to cold, was wrapped in fur, and had a quantity of bright shawl twined about her head, though not to the concealment of her large earrings. Her knitting was before her, but she had laid it down to pick her teeth with a toothpick. Thus engaged, with her right elbow supported by her left hand, Madame Defarge said nothing when her lord came in, but coughed just one grain of cough. This, in combination with the lifting of her darkly defined eyebrows over her toothpick by the breadth of a line, suggested to her husband that he would do well to look round the shop among the customers, for any new customer who had dropped in while he stepped over the way.

6. Answer *any one* of the following questions: 10×1=10

- (a) What is 'Critical Thinking' in academic writing? Discuss different aspects of critical thinking.

*Or,*

- (d) Discuss the terms 'Synthesis', 'Analysis' and 'Evaluation' in academic writing.
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**B.A. Semester I (General) Examination, 2018-19****ENGLISH****Course ID: 10318****Course Code : APENG-101C-1A****Course Title: Academic Writing and Composition****Time: 2 Hours****Full Marks: 40***The figures in the margin indicate full marks.**Candidates are required to give their answers in their own words as far as practicable.**Answer any four of the following questions.*

10×4=40

1. Answer *any one* of the following questions: 10×1=10
  - (a) What is academic writing? Discuss the importance of logical reasoning in academic writing.
  - (b) What are the five steps of the process of writing? Elaborate.
2. Answer *any two* of the following questions: 5×2=10
  - (a) Discuss the use of Preposition with examples.
  - (b) What is an Adverb? What is the function of Adverb in English grammar?
  - (c) Discuss the role of Gerund in detail.
  - (d) Discuss the different types of nouns with appropriate examples.
3. Answer *any five* of the following questions: 2×5=10
  - (a) What is a noun phrase?
  - (b) Name the different types of phrases?
  - (c) What is a clause?
  - (d) State one difference between a phrase and a clause?
  - (e) What is a 'dependant' clause?
  - (f) Determine the type of clause in the sentence:  
I should have given her a ride.
  - (g) Determine whether the following is a phrase or a clause:  
After a good day
  - (h) Determine the type of the following sentence:  
Rana is going home.
4. Attempt *any five* of the following questions: 2×5=10
  - (a) What is a simple sentence?
  - (b) What is a declarative sentence?
  - (c) What is an exclamatory sentence?
  - (d) What is a complex sentence?
  - (e) What type of sentence is the following:  
What would happen if you had an accident?

- (f) What type of sentence is the following:  
The sun rises in the East.
- (g) What type of sentence is the following:  
Wow! I am so happy today.
- (h) Determine the type of the following sentence:  
It may rain today.

5. Answer *any one* of the following passage:

10×1=10

(a) Write a summary of the following:

There are so many lessons one can learn about life from a dog. Imagine this scenario: it is raining heavily outside and you need to leave for someone's house. The dog is up and eager, to go with you. You tell it to stay home. As you leave, you see it squeezing out through the gap in the doorway. You scold it and order it back home. Then at every turn you make, you suddenly see it following you sheepishly at a distance. It follows at the risk of being reprimanded for the sore reason of being somewhere nearby. How else can we experience so selfless an instance of love and faithfulness? We can learn a lifelong lesson from this sincere warm display of perpetual companionship.

Observe the eating habits of your dog. It does not eat, except when hungry. It does not drink, unless it is thirsty. It does not gorge itself. It stops eating when it has had enough.

A dog also sets a perfect example of adaptability. If it is move to a strange place, it is able to adapt itself to that place and to its thousand peculiarities without a murmur of complaint. It is able to learn and adapt to a new family's ways and customs. It is quick and ready to please. Man, being accustomed to comfort and wealth will be lost if suddenly stripped of all he is accustomed to.

A dog also teaches us a thing or two about unselfish love. When a dog knows death is approaching, it tries, with its last vestige of strength, to crawl away elsewhere to die, in order to burden its owners no more.

A dog does things with all vigor. However, when there is nothing to do, it lies down and rests. It does not waste its strength and energy needlessly. Many working people are burning the candles at both ends. Many suffer nervous breakdowns due to stress. Perhaps, they should learn to rest like a dog does.

(b) Write a paraphrase of the following passage:

“The communication problems that endanger marriage can't be fixed by mechanical engineering. They require a new conceptual framework about the role of talk in human relationships. Many of the psychological explanations that have become second nature may not be helpful because they tend to blame either women (for not being assertive enough) or men (for not being in touch with their feelings). A sociolinguistic approach by which male-female conversation is seen as cross-cultural communication allows us to understand the problem and forge solutions without blaming either party.”

6. Answer *any one* of the following questions:

10×1=10

- (a) Discuss the use of the elements of 'Synthesis' and 'Analysis' in academic writing.
- (d) Discuss the importance of 'critical thinking' in academic writing.
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